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In This Issue . . .

◆ Instructional Technology Update

People of my generation often spoke of America's race into space or the assassination of John F. Kennedy as one's earliest memory of experiencing history in the making. Today's generation will remember the events that occurred on and after 9/11/01. How horrifying are the tragedies, but also how gratifying it is to see citizens, not just in the USA but from across the world, rally together in a united cause. Although on a grander scale, it reminds me of all the times educators have rallied to try out a new approach or institute new standards or adopt new performance assessments by keeping in mind the intended outcomes – what's best for the children. -Deb

FY02 Instructional Technology Grant Programs

TAG/VIDEO Grants Update

Any applicant that did not submit a TAG/VIDEO application by the original September 15 deadline can still apply – but must do so by October 15, 2001. Applications are processed as they arrive; however, all are "substantially approved" as of July 1, 2001. Note that the Department is suggesting schools budget a 10% reserve – in case we learn in January or February that state revenues fell short of expectations during the first half of the fiscal year.

TLCF Grants Update

FY01 Grant Recipients – The annual [national] review of the TLCF program is now underway, three months earlier than expected. Expect to receive an email soon that will detail how to access

the online evaluation report and what sections to complete. The data are being collected now to help promote technology funds in the reauthorization of ESEA. Your timely completion of the district reports is greatly appreciated.

FY02 Grants -- While a few first-year applications were submitted by the September 15 deadline, we were prepared to only fund second-year grants. Instructional Technology staff are in the process of reviewing and approving these grants. All continuation grants are "substantially approved" as of October 1, 2001.

New Federal Technology Grant Update
Congress is back in session and working out differences between the two education bills. Early in the month it appeared that all the technology funds would be distributed to districts via a formula like that used for Title 1. By the end of September, the committee was looking at a 60/40 split – with 60% of the funds distributed by formula and 40% allocated via a competitive process like the TLCF program. Also, the legislation calls for the USDOE to write a new technology plan, as well as states and districts. Note that even if the education bill is settled soon, it will be some time before funds are available. To follow ESEA legislation, visit http://thomas.loc.gov/.

IDL Grants and Distance Learning Update
The FY02 Interactive Distance Learning Grants have been negotiated and approved. Currently, it is estimated that 200 districts are actively involved in distance learning. More and more districts and school buildings are connected to I-TV clusters, and the statewide availability of IP-based distance learning will generate greater participation.

With all of the IDL activities across the state, there is an increasing need to create a centralized database of participants and course offerings. The Missouri Distance Learning Association (MoDLA), GreaterNet, and the Department of Higher Education's Missouri Learners Network (MLN) are all interested in the development of such a database. As a result, districts likely will be asked to complete one or more surveys. Please complete all the surveys that might cross your desks. (You might want to make a copy of each so you don't have to regenerate numbers.) Note that we are working to form collaborations that should eliminate this problem in the future.

TNP and eMINTS Programs Update
Contract and budget details for the FY02 Technology Network Program and the eMINTS Program are still under review. The Department contracts with MOREnet to administer these programs and supports them with state and federal technology funds and e-rate discounts, as well as participant fees and higher education's support of the backbone. Decisions about whether we will be able to discount TNP participant fees and/or purchase student workstations for the eMINTS Program have been deferred to January. By that time we should have a better idea of what MOREnet can expect in e-rate discounts and whether there will be any cuts in the Department's FY02 funds.

2001 Census of Technology Update
For the first time, each and every district completed the technology census as part of this spring's core data collection. However, it took longer than expected to get all of the data submitted. The data are in and ready to be examined and reported. While we had expected to have preliminary findings available at next week's technology conference, we have experienced several delays. We hope to complete the data analysis this month and provide a brief report in next month's *Newsline.*
E-rate Funding Commitment Letters, New Forms, and CIPA Certification

The Department's contract with MOREnet includes e-rate assistance for K-12 public schools. MOREnet's e-rate web site provides up-to-date information. Visit http://www.more.net/usf/ or contact Jeanne Sullivan at MOREnet at 1-800-509-6673.

SLD Issues New Wave of Funding Letters for Year 4

On September 28, the Schools and Libraries Division issued nearly 400 funding commitment letters. Wave 6 distributed $385.5 million, and brings the total commitment to over $1.5 billion. Funding letters also include discounts for Priority 2 requests (internal connections) but only for applicants at the 90% discount level. Following the mailing, funding data for the wave will be featured on the SLD website at http://www.sl.universalservice.org/.

CIPA Certification and New Form 486 Reminder

Schools and libraries that receive e-rate discounts for Internet Access must comply with the Children's Internet Protection Act (CIPA). The new Form 486 incorporates the certifications required by CIPA. Versions of the Form 486 featuring a date earlier than July 2001 in the lower right-hand corner will be returned to the applicant, since they will not meet program requirements.

Filtering Software Update

MOREnet and DESE staffs are still investigating the feasibility of a statewide purchase of filtering software, to help districts become CIPA compliant. MOREnet conducted a Request for Information (RFI) to identify what software providers might be interested, types and quality of software available, whether the filtering can be applied at the backbone level, and projected costs. Department and State Library staff are currently reviewing the findings, recommendations, and expected costs. Meanwhile, school districts should be examining their Internet safety policies. CIPA mandates that at least one public meeting be held to discuss (current and future) policies to ensure community support of the district's safety strategies.

Form 479 Reminder

Any district that did not return the Form 479 to MOREnet by the September 14 deadline should expect to receive another letter from MOREnet. Please complete this form ASAP. Form 479 is the form that all DESE TNP and REAL participants must complete and send to MOREnet. *It is imperative that districts complete and return the forms, as they are necessary for MOREnet's statewide e-rate application*. Any form indicating non-compliance will result in lower discounts and higher participation fees. In fact, if finances warrant, DESE may require CIPA-compliance as a requisite for district participation in the TNP.

Status of State Approved District Technology Plans

On September 28, 11 educators from across the state came to Jefferson City to evaluate 115 district technology plans. State approval of long-range technology plans, good for up to three years, is a requirement of the TAG, TNP, and e-rate programs. According to our records, around 140 districts have expired or expiring approval dates or no approval on record. The next major review of district technology plans is scheduled for April 2002.

Beginning in 2002, district technology plans will be evaluated against newer, more expanded criteria. Visit Instructional Technology's website for Technology Planning to find district approval expiration dates (indicating when districts should develop/revise technology plans and submit them for State approval) and helpful information about how to develop effective plans that meet the new criteria.
http://www.dese.state.mo.us/divimprove/instrtech/techplan/techplan.htm

Note that the Technology Planning website was developed with the help of members from the Technology Planning Taskforce – a dedicated group of administrators, teachers, and educational technology specialists – who volunteered their time and expertise over the past year. We cannot thank them enough for their assistance!

◆ TIPS FOR TECHNOLOGY SUCCESS

--By Bruce Whitehead, Missoula, Montana
(Reprinted with permission.)

I remember vividly my days as an elementary school principal trying to get my technology program off the ground. I also remember trying desperately to get reluctant staff members to accept and use networked computers in their classrooms, as well as find the dollars to fund the program.

Through trial and error – actually more error than trial – I learned hard and fast lessons that I call "The Seven Golden Nuggets." These are tips I developed during planning and implementation of a program that helped my school, Hellgate Elementary in Missoula, Montana, become a National Blue Ribbon School and a national demonstration site for the effective use of classroom technology.

The first lesson is that technology should not drive curriculum but just the opposite – curriculum should drive technology. We work to make technology transparent and fit our existing curriculum, in which teachers use computers, LCD projectors, scanners, and other technology, much like they would use an overhead or VCR.

Second, I came to realize that the key to using technology successfully is the teacher. Only teachers can make technology happen effectively in the classroom.

Third, I find that money follows success. Our district makes technology a major funding priority and has technology as a line item in our budget, which represents at least 5 percent of the general fund. This provides a stable source of revenue for technology each year and helps to ensure success.

Fourth, I decided to put at least five high-speed networked computers with a printer in each classroom, and more if necessary to achieve a student-computer ration of 5-1. This enhances a cooperative learning environment for each classroom, where students and teachers have access to computers and the Internet all day.

Fifth, I formulate strategies on how to reach the "reluctants" – those teachers having difficulty fully integrating technology into their classrooms. I now use a mentor program, whereby I pair a teacher having difficulty in using technology with a master technology teacher. I send both, as a team, to conferences and schedule their prep periods together in order for them to practice computer applications. I believe in providing staff development via "teachers teaching teachers" and in using a combination of student early outs, rotation of substitute teachers, and extended teacher contracts to build in time for professional development.

Sixth, I find that it is easy to measure and evaluate success with technology by monitoring the amount and quality of student writing, enhancement of cooperative learning; awareness of student learning styles; application of student technical tutoring; and the level of e-mail communication among teachers, parents and administrators.

Finally, I have found that an effective public relations program develops community awareness. When parents and community leaders understand why classroom technology is so important to the future of their children, they are more willing to support it.

If these golden nuggets can work for a rural school in Montana like ours, they can work for just about any school across the country.

Bruce Whitehead is the principal of Hellgate Intermediate School and an associate professor at the University of Montana. He designed and implemented a model for classroom technology centers that earned him the National Distinguished Principals Award from the National Association of Elementary School Principals.

◆ METPA Turns 1

--Submitted by Kevin Roberson, METPA President

The Missouri Educational Technology Professionals Association (METPA) recently completed its first year as an organization. This milestone has caused those of us involved with METPA to reflect on the accomplishments. I would like to share these accomplishments with you.

The first accomplishment happened when a Task Force established by the Department of Elementary and Secondary Education adopted a mission statement and six major goals for METPA. These goals deal with the establishment of common standards for technology certification, common standards for equitable access among students, common standards for student knowledge, adequate funding of technology, professional development for educational technology professionals and the creation of a network of resources for the educational technology professional.

The next accomplishment was the adoption of a constitution and bylaws for the organization. It was through this process that we created our name, elected officers, and established the guidelines with which to operate the organization. Soon afterwards METPA established a permanent address in Jefferson City sending a strong signal that the organization was here to stay.

From the beginning, METPA has maintained a presence at both the fall and spring technology conferences. This presence has included a vendor booth, a table near the registration area, and several breakout sessions with METPA officers and members as the featured presenters. During the year, METPA also sponsored two Roundtable Discussions/Forums for the Educational Technology Professional. The topics of these forums included Legal Issues and Financing Technology.

The past year has been an exciting time for METPA and the upcoming year looks to be just as exciting and rewarding. Stop by the METPA table at the Technology Conference next week (October 7-9) and ask what METPA can do for you. More news next month … same time, same channel.

◆ METPA Conference Sessions

Monday, October 8 (4:15-5:15 p.m.) Room 74-75
--METPA General Meeting for current and prospective members. This meeting will include an update on past activities and a discussion of future projects of this organization. All interested educational technology professionals are encouraged to attend.

Tuesday, October 9 (11:00a.m.-noon) Room 71
--METPA Forum for new and used technology coordinators. Tips and Tricks on maintenance of technology and development of district technology policies.

◆ Learning With Technology

--Featuring Central R-III, WellsvilleMiddletown R-I and Osage County R-I

Central R-III
The Little Rebs KN2 (Can Too / K-2) project funded through TLCF funds was written with one major goal in mind, to develop a learning environment, which would facilitate staff and student participation in the usage of technology equipment, and software that would enhance overall student interest and achievement. Funds were used to provide Internet capable computers with televisions and TVator devices to twenty-five classrooms, and the placement of SMARTboards, projection devices and network printers in each of the three sectional pods. In additional, major focus was on conducting inservices on using the equipment, software and the Internet for curriculum integration.
The four goals for the Little Rebs project are as follows:
Establish Internet connected computers, projection devices, SMARTboards, and printers for each of the three sectional pods on the Central Elementary K-2 campus to enhance group instruction.
Equipping 26 classrooms with Internet capable computers with television and TVator devices.
Provide in-services focusing on Internet integration into the curriculum.
Develop grade appropriate computer and Internet skills as a means to create student inquisitiveness and reach higher academic achievement.
Produce grade level activities to be used by the multimedia sectional pods or classroom instruction and enjoyment.
All goals and objectives were met with huge success. By using the TLCF funding along with TAG and e-rate funding major technological and curriculum transformations have been made. What once was a building where technology was sparsely used has now evolved into a building where classroom computers and sectional pods are constantly running both before, during and even after school.
For a copy of the grant or to obtain more information about the success of the project, contact Melanie Dillard, Central R-III School District, Park Hills, MO, telephone: 573-431-0242 fax: 573-,431-5442 or e-mail: mdillard@central-ph.k12.mo.us

Wellsville Middletown R-I and Osage County R-I

Multi-media ebooks

What is an ebook compared with a “multi-media” ebook? Where did it originate? Why is an ebook a perfect tool for integrating technology in the classroom? And who could benefit from making ebooks?

In 1997, I had the unique experience of directing a K-12 foreign language grant project for Osage R-1 School in Chamois, Missouri. This project involved generating a CD-ROM "ebook" about Germany with translations and information from students, including students from Germany. This concept was an ideal use of technology that correlated with the curriculum.

Making a CD was something that sounded real cool to students and they would have a permanent record of their work. The electronic "book" would have pictures of Germany, translations done by the students of researched information, voices of students, music from a local German band, pictures of teachers and students from Germany, videos of students singing German songs, and of course much carefully researched information the students found or gathered from email from their friends in Germany. Using HyperStudio as the base program, students were able to "burn" or save their project to the CD-ROM. A copy of the CD was mailed to the teacher coordinator in Germany. The German teacher coordinator replied back with praising comments to our success of the Germany ebook.

It occurred to the teachers and myself that there was a lot of motivation to learn about Germany. Students were eager to learn the German language in first through sixth grade so that they translate their English text in their CD. Students were also eager to learn all they could about Germany so that they could report their findings in the "ebook". Students were checking their email daily for any information sent to them from students over at Germany. Students could not get enough of Germany!

Maybe, just maybe we had found a way to motivate students to learn in a different way!

Two years later, after the pilot project of making the CD/ebook about Germany, I decided to try the same project ideas when implementing a Technology Literacy Challenge Fund grant for Wellsville-Middletown R-1 and again with Osage R-1 Schools. But this time it would not be a district wide project, but instead each classroom or grade level would be responsible for developing an ebook. (I had not used the

term “ebook” until we actually began to start working on TLCF book projects. It just seemed to be the right word for what we were doing).

What is the definition of ebooks?
Most ebooks just have text and are placed online for the reader to download and read from the computer screen. However, an ebook can have other characteristics. A precise definition given by Robert Seltzer mentioned in his article “Rethinking “ books” and “ebooks”, featured on Planet ebook.com, has summed up the accurate meaning of an ebook:
A book in digital form is an ebook. It need not have a physical form that can be carried around. In an ebook, the content may be stored as text (etext) and/or sound and/or images. It may then be copied, distributed, and output in a wide variety of ways. It may be distributed by email, ftp, on diskette, on CD-ROM, on DVD, etc. Its format may be plain text, HTML, SGML, PDF, or any of a variety of encrypted formats. Unless special restrictive technology is applied, an ebook can be freely copied to computers and from computer to computer and saved on digital storage media of all kinds. It can also be printed on a computer printer and read in paper form.
Mr. Selzer who runs a small publishing business on the Internet was compelled to give a precise description of ebooks since a few software companies were basically trying to take credit for its’ existence.

However, the concept of “multi-media” ebooks have only begun to emerge. There is becoming more of a need for multi-media digital or electronic books. Online publishing and educational software companies have caught on to the “multi-media” ebooks future uses and are looking for original work.

The multi-media ebooks will allow the reader to listen to the book and link from keywords to more pertinent information. For example, not only can you read about Harry Truman and view a picture of him, but you will be able to hear his inaugural speech when you link from the keyword “speech” in the text written about him.

Some of you may be saying what is the difference from an ebook and a slide show given on Powerpoint? An ebook will have a cover, table of contents, chapters, biography, with links to more pertinent information. An ebook will have mobility…meaning it will be placed on a CD-ROM with a PowerPoint or a HyperStudio viewer that will allow the student to view their books without the software. Students can create an electronic book cover that can be transferred to the CD jewel case cover. A Powerpoint slide show on the other hand is just as I said…a slide show.

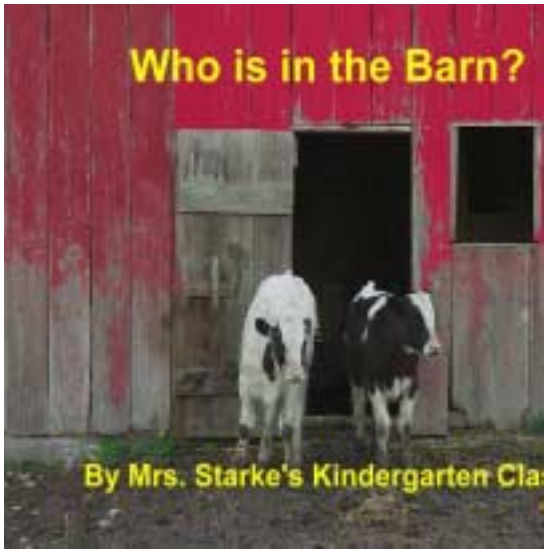
Using PowerPoint or HyperStudio each K-8 grade level at both Osage R-1 and Wellsville-Middletown R-1 schools have developed classroom ebooks that were finalized to CD-ROM. Some of the book titles included: Medieval Times; Australia; Farm Animals; Monarch Butterfly, Immigration and Migration, Dinosaurs, Famous Missourians, Teddy Roosevelt and The Rough Riders, Pioneers of the West, Oceans, The Universe, World Atlas, Fairy Tales and many more titles. Many of the ebooks are cross-curricular in the way that they were illustrated with scanned pictures of artwork or music composed by students.

Ebooks can be the perfect medium for teaching and learning in the classroom. The teachers and their students learn all the important skills that will allow them to develop the books (such as how to research the Internet). Students armed with the knowledge of how to use the software and equipment can therefore use thinking skills when planning their books. They will gather information, develop teamwork (on classroom books), become creative, and will be focused on learning more about their subject than if they were just writing a report on paper.

I did not realize the impact on student learning capabilities until I was able to work with the Osage R-1 kindergarteners and their teacher with their classroom ebook. The teacher and I decided that we would see how far the five year old children would expand their knowledge by using the computer and book building software.

In the planning stage of the "book", the kindergarteners decided they wanted an ebook that would give you right and wrong answers. Their teacher chose a farm animal theme. Pictures of farm animals were taken with the school's digital camera during field trips, or were gathered from various teacher and parent barnyards. The pictures were turned into usable graphics that the kindergarten students could use in their ebooks. All pictures were stored on the school computer server. The kindergarteners learned to use HyperStudio program (basics), then they learned a whole new vocabulary.

For example, the kindergarten students (working in pairs) would go find the "graphic" on the "server" by looking in the "folder" called store. The student would "import" the "graphic" onto their page. Then the student would learn to "scale" the graphic. A couple of months later the teacher and I asked one of the students what scale meant. He answered, "When you change the size." Also by the end of the two-week ebook project the kindergarten students were showing us how to go step by step through the process of building and creating their very own ebook! Make no bones about it…they knew what every new word meant throughout the process.



In the 21st century classroom, teachers with a computer, projector and Smart Board will empower their students to read and interact with fellow classmates ebooks or with purchased published online ebooks. Students at all grade levels can plan, research, write and produce ebooks that can be shared on the Internet with other K-12 students. I suggest to you, though if you ever try teaching kindergarten students in a lab setting or in the classroom, please use an interactive screen such as the Smart Board to show step by step instructions to your students.

In conclusion, students at both districts invited their parents to see their ebooks during spring concert/technology night. Many of the parents were quite excited about what their child had accomplished and learned in making their ebooks. During the presentation of the ebooks you could see an overwhelming sense of pride by the teachers and their students. Also during school board meetings, both boards made time to sit down and see and read the ebooks produced by their students. They (board members) were very satisfied with the outcome.

There are readers that could be saying to themselves…OK how has all this technology affected test scores? Recently prepared was Osage County Community Assessment of 2001 reporting that "Forty-four percent of Chamois students scored above the state average on the MAP in the 1999-2000 school year…statewide, 23 percent of students scored above average on MAP." Chamois students have had 2:1 computer ratio since 1995. They have been taught how to use the Internet and software programs effectively. Their scores reflect this exposure.

Most of the ebooks will be available to checkout in the school district's library. Some ebooks were made in multiple CD copies and sent home to parents. If you are interested in viewing these ebooks, or learning how to develop them, please visit us at the MOREnet Technology Conference at Lake of the Ozarks, Missouri on October 7 and 8. At the conference, two Wellsville-Middletown R-1 teachers will be giving hands-on presentations on making an ebook and Osage R-1 students will be exhibiting their ebooks created by the Kindergarten and sixth grade students.

(By the way the word ebook is now in the dictionary!)
For information, contact Judy Miller, Educational Technology/ Grant Consultant. jmiller005@earthlink.net

◆ Interactive Distance Learning in Action

--*Submitted by Vicki Hobbs, Past Director, MIT-E I-TV Network*

I-TV in Missouri: A Pathway for the Future
In the nearly ten years since the birth of two-way interactive TV (I-TV) in Missouri schools, change has occurred in countless ways. Coming on the heels of instruction by satellite, two-way I-TV--with its ability for all sites to see all sites at all times--was seen as an advantage over the one-way video or one-way video/two-way audio of previous technologies. It brings together students from remote sites into a single virtual classroom, where the teacher and students can interact spontaneously, much as if they were all located in a common, traditional classroom. The benefits of I-TV are increasingly seen, as small schools struggle to employ teachers in areas of high demand, as the need for a comprehensive curriculum increases, and as technology can help limit the need for the costly and time-consuming transportation of students or teachers.

Educationally, change has occurred over time with respect to how I-TV is utilized in the classroom. From the early professorial 'talking heads' to a highly dynamic, truly interactive classroom, I-TV teachers and students have come to expect that physical proximity is not a requirement for cooperative, performance-based or place-based learning. Properly trained teachers as coaches can find a two-way I-TV class just as conducive to learning as a traditional classroom. But as with all technology-assisted learning environments, the technology does not make the teacher. The technology facilitates interaction, but it still falls upon the teacher to take advantage of its capabilities.

Technologically, change has also continued from a predominantly analog environment to a digital world. With the increasing availability of lower cost I-TV technologies, schools are enticed by the ease with which the technology can now be implemented. They are beginning to see promise in the emergence of a statewide video backbone. Suddenly, a much larger number of schools are interested in implementing the technology. No longer just the domain of small schools who need to share teachers, I-TV has become a mainstream response to a variety of educational opportunities, e.g., video field trips, professional development, etc.

In this age of rapid change, however, it seems that there are lessons which should not be overlooked based on the past decade's experience with two-way interactive TV in Missouri.

With more than half of all Missouri school districts now having I-TV capabilities, perhaps it would be wise for each adopting district to assess their rationale, implementation plans, and intended use for the technology in light of the following:

With the widespread availability of any technology, there is the danger that its diffusion will occur just because it can. As cost and difficulty of implementation decreases, new adopters will be less concerned with defining their needs and assessing the appropriateness of the technology. In other words, the 'purity of purpose' seen by early adopters will dissipate. The technology will be used for a broader array of peripheral needs or conveniences than was its original purpose. Without diminishing the benefits which less "needy" adopters will see from its adoption, the inherent danger in this wave of popularity is that the technology will not be held to the rigorous standards to which it has been. With minimal or intermittent use, technical failure will be more easily tolerated; with less critical uses, lesser quality will be accepted.

Organizationally, I-TV networks in Missouri have historically arisen as consortiums or groups of K-12 school districts that banned together for the purpose of sharing teachers across schools via I-TV. For schools that are now implementing an H.323 I-TV classroom, however, the need for a supportive organizational structure becomes less readily apparent. If they can implement their own I-TV classroom—or simply a computer with a camera—without the need to collaborate with other schools, an adopting district may very well overlook the need for and benefits arising from the development of a multi-school consortium. Even though the technical ability exists to link H.323 sites across the state, the need for an underlying organizational structure should not be minimized. Common calendars, common bell schedules, grading policies, inclement weather policies, and I-TV teacher training are but a few of the many obstacles which can be overcome by the development of a local I-TV consortium. Lone eagle distance learning sites may have the requisite technology but may be no closer to being able to utilize that technology to meet its instructional needs. There is simply more to I-TV than the technology itself.

Cognizance and acceptance of co-existing, multiple I-TV technologies in the state are necessary if we are going to help those districts in most need. We must work to find ways to maximize the use of intra-consortium connectivity, while increasing the potential for inter-consortium connectivity across divergent technologies.

Change is inevitable in all that we do. But perhaps it would be wise for us to stop and ponder the educational, technological, and organizational diversity with which I-TV has been implemented in Missouri. Perhaps in that diversity lies the lessons from which we can plot our pathway for the future.

◆ Professional Development Tip of the Month

--Submitted by Patrick Harrison, Hannibal Accelerated Middle School, Hannibal, Missouri.

MASTER OF ALL HE SURVEYS—AND THEN SOME

In June, I wrote a Professional Development Tip related to using "online surveys" to gather and analyze data from prospective workshop attendees or from students. This process is one where an individual completes a survey form that is loaded in a web browser. When the user clicks the "submit" button, the data entered into the form is sent to a secure database. The data can then be exported into Excel for analysis. Once the forms, database and spreadsheets are developed, the entire process is nearly automatic.

As a result of the published article, I received over 20 requests from districts around the state asking for information on how to complete this process in their districts. I emailed the information to the districts and then developed several web pages that outlined the process. If you are interested in this process go to:

http://www.hannibal.k12.mo.us/k12/hams/TLCF/Surveys.htm.

So what's the "And Then Some" part? After going online with a number of different surveys, we soon realized that anyone, authorized or not, could access the survey forms and submit erroneous data. To reduce this likelihood, we added a password requirement to the survey process. When a user attempts to access the online survey form, they are prompted for a password. If they enter the correct password the survey form loads. If they enter an incorrect password, they are prompted to re-enter their password. The designer of the survey form sets the password and would then inform the prospective users so that they can access the form.

I could detail the code required in the *.asp files to make the password process work, but it might be more beneficial to simply allude to the process here and let you know that you can visit the following web page to see the details: http://www.hannibal.k12.mo.us/k12/hams/tlcf.html. If the process is not clear and you need additional information, feel free to email me at: pharrison@hannibal.k12.mo.us.

◆ Copyright Question of the Month

May students perform a routine or program (e.g., cheerleader squad routines, talent shows, assemblies, lip sync contests, sports events, etc.) using copyrighted music during school functions?

A. **Yes.** This is permissible **if:**

the performance is given without any purpose of commercial advantage;
the students are not paid; and **either**
(a) there is no direct or indirect admission charge; or
(b) if there is an admission charge, the proceeds are used exclusively for educational purposes and not for private gain **and the copyright owner is given notice and doesn't file an objection.**

Note: If admission is charged for an event, all activities associated with that event are included in the admission (e.g., cheerleader squad routines during the basketball game). The associated activity (e.g., cheering squad routine) would be considered an indirect activity, therefore, 3b applies.

◆ Mark Your Calendar

October

1	**Newsline published online**
1	**Tentative Approval for Year Two TLCF Grants**
2	**Techies Day**
3	**First Payment for TAG, VIDEO, and IDL Grants (newly approved)**
15	**Final payment, newly approved & deadline FER's/PEN's of TLCF Grants. Online windows for TAG/VIDEO, Year two TLCF close**

November

1	**Newsline published online**
5	**First payment of approved year two TLCF grants**
25	**Newsline articles due**

◆ Upcoming 2001-2002 Conferences

October 7-9	Missouri Educational Technology Conference 2001-A Technology Odyssey Tan-Tar-A, Osage Beach, MO http://www.more.net/events/fall2001/
October 17-20	School Tech Expo—Professional Development for Education Technology Leaders Hilton Hotel and Towers, Chicago http://schooltechexpo.com
October 18-21	SchoolTech Expo & Conference Chicago, Illinois http://www.schooltechexpo.com
October 23-24	Connected Classroom Conference Seattle, WA
October 24-25	National Science Foundation Regional Conference University of Washington, Seattle, WA http://www.nsf.gov
October 26-28	Missouri Conference on Public Education Tan-Tar-A, Osage Beach, MO Missouri School Board Association
October 29-30	Connected Classroom Conference Las Vegas, NV
November 7-10	15th Annual Technology + Learning Conference Georgia World Congress Center, Atlanta, GA National School Boards Association ITTE: Education Technology Programs http://www.nsba.org
November 17-20	TIES 2001 Education Technology Conference Minneapolis Hyatt Regency Hotel http://www.ties.k12.mn.us/ties2001/index.html
November 18-20	New York State Association for Computers & Technologies in Education 2001 Annual Conference: "The Future is in Your Hands" Empire State Plaza, Albany, NY www.nyscate.org
November 27-29	Annual Christa McAuliffe Technology Conference Nashua, New Hampshire http://www.nhsaa.org/
January 27-29	Midwest Education & Technology Conference Millennium Hotel, St. Louis Cooperating School Districts

March 5-6 *(tentative)*	Annual Technology Conference University Plaza Hotel, Springfield RCET-SW
March 10-12	Annual Virginia Societyfor Technology in Education State Conference Hotel Roanoke and Conference Center; Dr. Daniel Arkin; vste@vste.org www.vste.org/conferences/index.html
March 5-6	MOREnet Spring Technical Conference Tan-Tar-A, Osage Beach, MO Missouri Research and Education Network
April 24-25	HELIX Conference Tan-Tar-A, Osage Beach, MO MERC (Missouri Education & Research Consortium) HELIX (Higher Ed Learning & Information Exchange Conference
October 6-8	Missouri Educational Technology Conference Tan-Tar-A, Osage Beach, MO Missouri Research and Education Network Missouri Department of Elementary & Secondary Education
October 13-15	Joint Iowa ASCD ITEC Conference Des Moines, IA www.itec-ia.org

◆ Internet Sites of Interest

"Understanding the Tragedy" (All Grades)
http://www.nationalgeographic.com/education
The National Geographic Society has collected lesson plans and online activities to help children to better understand the September 11, 2001, attacks in the United States. Students can gain a perspective on these recent events by learning more about culture and conflict at "Understanding the Tragedy" (All Grades).

New York tragedy and helping students cope
http://www.scholastic.com/
Scholastic shares ways to help students and our own children at home deal with the recent New York tragedy with advice from several specialists.

Using newspapers in the classroom website
http://www.education-world.com/a_lesson/lesson139.shtml

Math Mayhem
http://www.learningplanet.com/act/mayhem/index.htm
Students compete with each other and online against other students to do math facts in 60 seconds. Students can add, subtract, multiply or divide.

Sites for teachers
http://www.hobart.k12.in.us/resources/resources2.html

Reading workshop
http://www.manatee.k12.fl.us/sites/elementary/palmasola/rcompindex.htm

This site includes online lessons, quizzes and printable worksheets.

October is "National Family History Month" and **Marco Polo** has lessons for your students to use as they research their personal lineage, conduct oral history interviews with adults, study social culture and learn about the science of heredity. Following is a list of resources for students to use when conducting online research and collecting valuable information.

Links to Family Culture and Genealogy Lessons:
"Old Business, New Business" (Grades 3-5)
(EconEdLink, National Council on Economic Education)
http://marcopolo.worldcom.com/partner/16ed_business.cfm
Students will learn how some businesses have evolved and be able to recognize how some family names may be indicators of occupations and businesses of the past.

"Geo-Generations" (Grades 3-5)
(Xpeditions, National Geographic Society)
http://marcopolo.worldcom.com/partner/16xp_geo.cfm
In this activity, students will chart where family members have lived and what those places were like.

"Cracking the Genetic Code" (Grades K-12)
(Science NetLinks, American Association for the Advancement of Science)
http://marcopolo.worldcom.com/partner/16sci_genetic.cfm
Students find out what DNA can tell us about ourselves by researching recent studies on the human genome.

"Your Family Anthology" (All Grades)
(EDSITEment, National Endowment for the Humanities)
http://marcopolo.worldcom.com/partner/16ed_family.cfm
This family activity encourages students to collect memories, anecdotes and songs to compose a story about their family.

"Genealogical Atlases" (Grades 3-5)
(Xpeditions, National Geographic Society)
http://marcopolo.worldcom.com/partner/16xp_atlas.cfm
Students interview their parents or other relatives about what it was like where they grew up.

Fire Prevention Week is October 7-13
The websites below offer information, tips, printable worksheets and more to help keep us all safe!
National Fire Protection Association
http://www.nfpa.org

Sparky the Fire Dog!
http://www.sparky.org/index.html

Smokey the Bear Info. & Activities
http://www.smokeybear.com

United States Fire Administration
http://www.usfa.fema.gov/

Columbus Day Resources
The Event Inventor – Quadrant Project
http://www.kyes-world.com/quadindex.htm

Columbus Day Themes--*Many Different Lessons for All Grade Levels
http://atozteacherstuff.com/themes/ColumbusDay.shtml